

Summary of main features of phonics reading and spelling/writing instruction

Simple View of Reading – official model in England:



USA: Five Pillars of Literacy

1. Phonemic awareness
2. Phonics
3. Vocabulary enrichment
4. Fluency (repeat reading)
5. Comprehension

A high-quality phonics programme includes the 'big five'.

The Alphabetic Principle:

- The Alphabet Poster
- The Alphabetic Code Chart

Display: (main walls, breakout areas, phonics folders)

- *Permanent* (Alphabet, Alphabetic Code Chart)
- *Cumulative* (Code Frieze, Tricky Words, Spelling Word Banks, planned grammar, punctuation)
- *Incidental* (code as required, unusual code, unplanned grammar, punctuation)

Change of perception of phonics from 'baby stuff' to 'adult stuff':

- Adults use phonics for reading and spelling.
- Use 'code' language not infant language (These letters *are code* for the sound /ai/...).
- *'Two-pronged systematic and incidental phonics teaching'* addresses differentiation, phonics in the wider curriculum, and caters for all ages and needs.

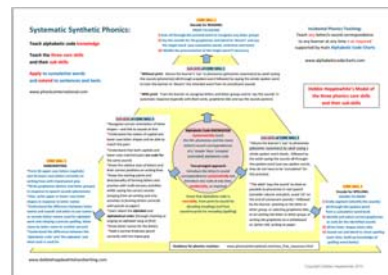
The Systematic Synthetic Phonics Teaching Principles:

- Alphabetic Code KNOWLEDGE
- Phonics SKILLS (and *sub-skills*)

No multi-cueing reading strategies for guessing words.

Apply and extend phonics knowledge and skills to cumulative, paper-based resources per learner.

The three core phonics skills and their sub-skills:



The Phonics (Hand) Routines:

Print-to-sound for reading (point)
 Sound-to-print for spelling (tally)
 Handwriting: correct grip and letter formation on lines



The Teaching and Learning Cycle (always complete):



Time:

- Allow enough time – don't underestimate.
- Complete the full 'Teaching and Learning Cycle' per learner.
- Use time efficiently.
- Provide sufficient time for learners to practise – and 'little and often' for slower-to-learn pupils.
- Avoid 'extraneous' or time-consuming games.

The maths of the phonics:

- Provide ample shorter and longer words for individuals to blend, segment and write.
- For 'revisit and review', consider the quantity of letter/s-sound correspondences, and words/sentences, repeated to build fluency.
- Quantify what 'little and often' means in your setting.

All learners need to learn the same alphabetic code, and the same phonics skills, but they need age-appropriate resources and plenty of guaranteed, personal practice. Paper-based personal resources presented within a routine Teaching and Learning Cycle contribute significantly to all the 'Five Pillars of Literacy'.

Teacher-led:
'Revisit and review'
Whole class 'interactive' or whole class, each learner re-reads own resources: words, sentences and texts

-ng

1 - say the sounds
s a t
i p n
c k -ck
e h r

3 say the sounds - know the graphemes
j d oy m at ll -igh
qu ue -zz y -x b ea g
-ss o p -ce h u -ve ay
f l sh ar n a : w -ge
oo -ck -er y l : th ow -se
-ng c e -le ee ch ou nk
v -le r s z oa ff oi
t or k wh -ey -out
-our -ere ae g : or
ear o-e g ur -are e-e
c : ir air i-e c : -ier
u-e oe c : -re -eer a-e
g :

Pupil-practice:
'Independent reading'
Use cumulative, decodable books at first, support as necessary with wider reading.

Teacher-led:
'Introduce' focus letter/s-sound correspondence
Include reference to the main Alphabetic Code Chart.
Model the three core skills quickly, simply, interactively.

ar
artist

ar m
ch ar t
ar gue
m ar ket
sparkling

Words to Model Blending

Words to Model Spelling

Setting-up, and use of, the essential **Phonics Folder** for every learner

This is suggested **best practice** for the **Phonics International** programme (author: Debbie Hepplewhite) and the **Oxford Reading Tree Flippy's Phonics Sounds and Letters** programme (phonics consultant: Debbie Hepplewhite).

Establishing an easy-to-use **phonics folder** (such as a ring binder) and a **phonics work-in-progress book** (an exercise book with writing lines) for every learner as essential resources and concepts will **maximise the teaching and learning effectiveness** underpinning Debbie's 'two-pronged systematic and incidental phonics teaching approach'.

Core resources for setting up the phonics folder:

1. a **mini Alphabetic Code Chart** to provide the overview of the English alphabetic code and to track the code introduced
2. a **mini Alphabet Poster** with print or the school's preferred joined handwriting style
3. a series of **Say the Sounds Posters** as required (cumulative alphabetic code letter/s-sound correspondences)

Core resources for collating cumulatively in the phonics folder:

- **Sounds Book Activity Sheets** (multi-skills practice from code to word level with essential banks of cumulative words to practise sounding out and blending for reading; earlier Activity Sheets include letter formation; all Activity Sheets include a spelling-writing activity on the folded-up part of the sheet)
- **Cumulative Sentences or Texts** (alternate these with their parallel Activity Sheets to 'apply and extend' the code and word level learning)
- **Spelling Word Banks** (additional material to build up knowledge of words spelt with the same letter/s-sound correspondences)

ie igh le o a e i
u y ee or z

Zed, the zebra, zig-zags from top to bottom of his code. Zed is full of zebra as he zips from top to right and top to bottom of his field. Zed is zzz...uper f

'Rock Man' is the biggest rock. The 'Rock Man' stands at the top of the cliffs. Bit by bit, the pals plod up the steps cut into the rugged cliffs. Fatima is the fastest so helps Fred. Fatima pulls him up the steps. Rick is last as he is the oldest and biggest.

Step by step, the pals huff and puff up the cliffs to 'Rock Man'. The sun is so hot... I can read.

Pupil-practice:
'Apply and extend' new learning with sentences/texts
Use personal, paper-based resources per learner. Annotate, collate, value.

Pupil-practice:
'Learn' focus code and apply all phonics skills at word level
Use personal paper-based resources per learner. Annotate, collate, value.

Focus Letter and Sound

Words to Blend

kit kin kip kits
kips skin skip
skips skins kiss

Writing Practice

Teaching Notes

Drawing Labelling

Notes for Spelling

ou O U O U O U

hound shout out
about clouds found
sound proud scout

St Bernard's Mount south pouch
mountain floundering resounding
passed-out around stout ounce
surmount unsound worn-out our
bounds amount account mouth

Try the sound 'ou'. Say the words while jiggling your stomach. Make up a story and draw a picture. Practice writing 'ou'.

re lu The ogre

One upon a time, there was an ogre with a really soft snore. He tried with every fibre of his body to be happy. Follow ogre around and say the words near matched their calls.

The ogre was as big as a long house. He was so fat he could not fit through the door.

Despite all his size, the ogre was not very strong. He was so fat he could not lift his own head.

Then, one dark night, the ogre died. The ogre was so fat he could not lift his own head. Together with the ogre, they went to the ogre lands.

There was no one to bury the ogre. The ogre was so fat he could not fit through the door. The ogre was so fat he could not fit through the door.

Phonics Routines

Teach the **knowledge** of the alphabetic code (the letter/s-sound correspondences) and the **three core skills** and their **sub-skills**

1. Decoding (blending or synthesising)

Sub-skill without print:

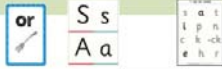


Adult says the separate sounds "/f/ /r/ /o/ /g/".



Learners 'discern' or 'hear' the whole word 'frog' and then say the whole word "frog".

Sub-skill with print:



Point to pre-printed graphemes that have been taught to date:

"See the graphemes [letters or letter groups] and say the sounds."



Core skill for decoding:

- Glance at (scan) the printed word from left to right to 'recognise' any letter groups.
- Use the index finger to point directly under **each** grapheme whilst saying the sounds as close to real speech as possible from left to right of the printed word.
- Say the whole word whilst running the index finger left to right beneath the whole printed word.
- Modify the pronunciation of the blended sounds into the real word's pronunciation if necessary.

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2. Encoding (oral segmenting, spelling-with-editing)

Sub-skill without print:

Say the whole word "soap" very slowly and naturally so that the separate sounds become evident [oral segmenting].

Repeat the separate sounds as close to real speech sounds as possible "/s/ /oa/ /p/".

Do not repeat the whole spoken word after that!

Sub-skill with print:

Listen to sounds as close as possible to real speech sounds.

1. "Hear the sounds, point to the graphemes."
2. "Hear the sounds, select the graphemes."
3. "Hear the sounds, write the graphemes."



Core skill for encoding:

- Use the left hand, palm facing, to tally the sounds identified all-through-the-spoken-word onto thumb and fingers.
- Write a 'sound dash' for every sound identified which also act as 'writing lines'.
- Select grapheme tiles, magnetic letters or write graphemes, to spell the word.
- Sound out and blend the selected graphemes to check the spelling.



— — —

s oa p ✓

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3. Handwriting (linking graphemes to sounds)

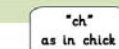
Sub-skill:

Hold the pencil correctly with the tripod grip.



"Froggy legs [thumb and index finger] grip the pencil at the end of the painted part [not on the sloping cone part] with the log under [the middle finger]".

Sub-skill:



Establishing 'directionality' of writing letter shapes whilst saying the sounds.

Finger-tracing: Use the index finger of the writing hand to trace pre-printed letter shapes.

Pencil-tracing: Trace pre-printed grey or dotted letter shapes with a pencil.

Copying: Copy letter shapes with finger or pencil.



Core skill for handwriting:

- Correct tripod pencil grip
- Correct posture sitting at a desk
- Slightly slanted paper, use free hand to hold steady
- Write under the letters and words - avoid hooking hand and wrist around
- Say the sounds whilst writing graphemes as part of the spelling process
- Write on writing lines frequently as appropriate



www.phonicsinternational.com

www.debbiehepplewhitehandwriting.com

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Systematic Synthetic Phonics:

Teach alphabetic code **knowledge**

Teach the **three core skills** and their **sub-skills**

Apply to **cumulative words** and **extend to sentences and texts**

www.phonicsinternational.com

CORE SKILL 1

Decode for **READING**:

PRINT-TO-SOUND

- i) Scan all-through-the-printed-word to recognise any letter *groups*
- ii) Say the sounds for the graphemes and *blend* to 'discern' and say the target word (use *cumulative words, sentences and texts*)
- iii) Modify the pronunciation of the target word if necessary



Sub-skills of CORE SKILL 1

***Without print:** Attune the learner's 'ear' to phonemes (*phonemic awareness*) by adult saying the sounds (phonemes) all-through-a-spoken-word followed by saying the whole spoken word to train the learner to 'discern' the intended word from its constituent sounds

***With print:** Train the learner to recognise letters and letter groups and to 'say the sounds' in automatic response (*typically with flash cards, grapheme tiles and say the sounds posters*)

Incidental Phonics Teaching:

Teach **any** letter/s-sound correspondence to any learner at any time – **as required** supported by main **Alphabetic Code Charts**

www.alphabeticcodecharts.com

Debbie Hepplewhite's Model of the three phonics core skills and their sub-skills

Sub-skills of CORE SKILL 3

- *Recognise correct orientation of letter shapes – and link to *sounds* at first
- *Understand the notion of capital and lower case letter shapes and be able to match the pairs
- *Understand that both capitals and lower case matched pairs **are code** for the same sounds
- *Know the relative sizes of letters and their correct positions on writing lines
- *Know the starting points and directionality of forming letters and practise with multi-sensory activities whilst saying the correct sounds (*ranging from air-writing and arty activities to forming letters correctly with pencils on paper*)
- *Learn about the **alphabet** and **alphabetical order** (*through chanting or singing an alphabet song at first*)
- *Know letter names for the letters
- *Hold a normal thickness pencil correctly with the tripod grip

CORE SKILL 3

HANDWRITING:

- *Form **26 upper case letters (capitals) and 26 lower case letters correctly on writing lines with tripod pencil grip**
- *Write **graphemes (letters and letter groups) in response to speech sounds (phonemes)**
- *Also, write **upper or lower case letter shapes in response to letter names**
- *Understand the difference between letter names and sounds and when to use names or sounds (letter names used for *alphabet work* and *relaying a precise spelling*, letter name by letter name to another person)
- *Understand the difference between the 'alphabetic code' and 'the alphabet' and what each is used for

Alphabetic Code KNOWLEDGE

Systematically teach the 44+ phonemes and the many letter/s-sound correspondences of a 'simple' then 'complex' (extended) alphabetic code

Two-pronged approach
Introduce the letter/s-sound correspondences **systematically** but introduce **any code at any time, incidentally, as required**

Know that alphabetic code is **reversible, from print-to-sound for decoding (reading) and from sound-to-print for encoding (spelling)**

Sub-skills of CORE SKILL 2

*Attune the learner's 'ear' to phonemes (*phonemic awareness*) by adult saying a whole spoken word slowly, followed by the adult saying the sounds all-through-the-spoken-word (use *any* spoken words, they do not have to be 'cumulative' for this practice)

*The adult 'says the sound' as close as possible to phonemes in real speech (consider volume and pitch, avoid 'uh' on the end of consonant sounds) – followed by the learner: *pointing to the letter or letter group; or selecting grapheme tiles; or air-writing the letter or letter group; or writing the grapheme on a whiteboard or, better still, writing on paper*

CORE SKILL 2

Encode for SPELLING:

SOUND-TO-PRINT

- i) **Orally segment (identify the sounds) all-through-the-spoken-word from a cumulative word bank**
- ii) **Identify and select correct graphemes as code for the identified sounds**
- iii) **Write letter shapes when able**
- iv) **Sound out and blend to check spelling (over time, build up knowledge of spelling word banks)**

Guidance for phonics routines: www.phonicsinternational.com/new_free_resources.html

www.debbiehepplewhitehandwriting.com